



ORGANISATION FOR ECONOMIC
CO-OPERATION AND DEVELOPMENT



The New Millennium Learners

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Basic questions

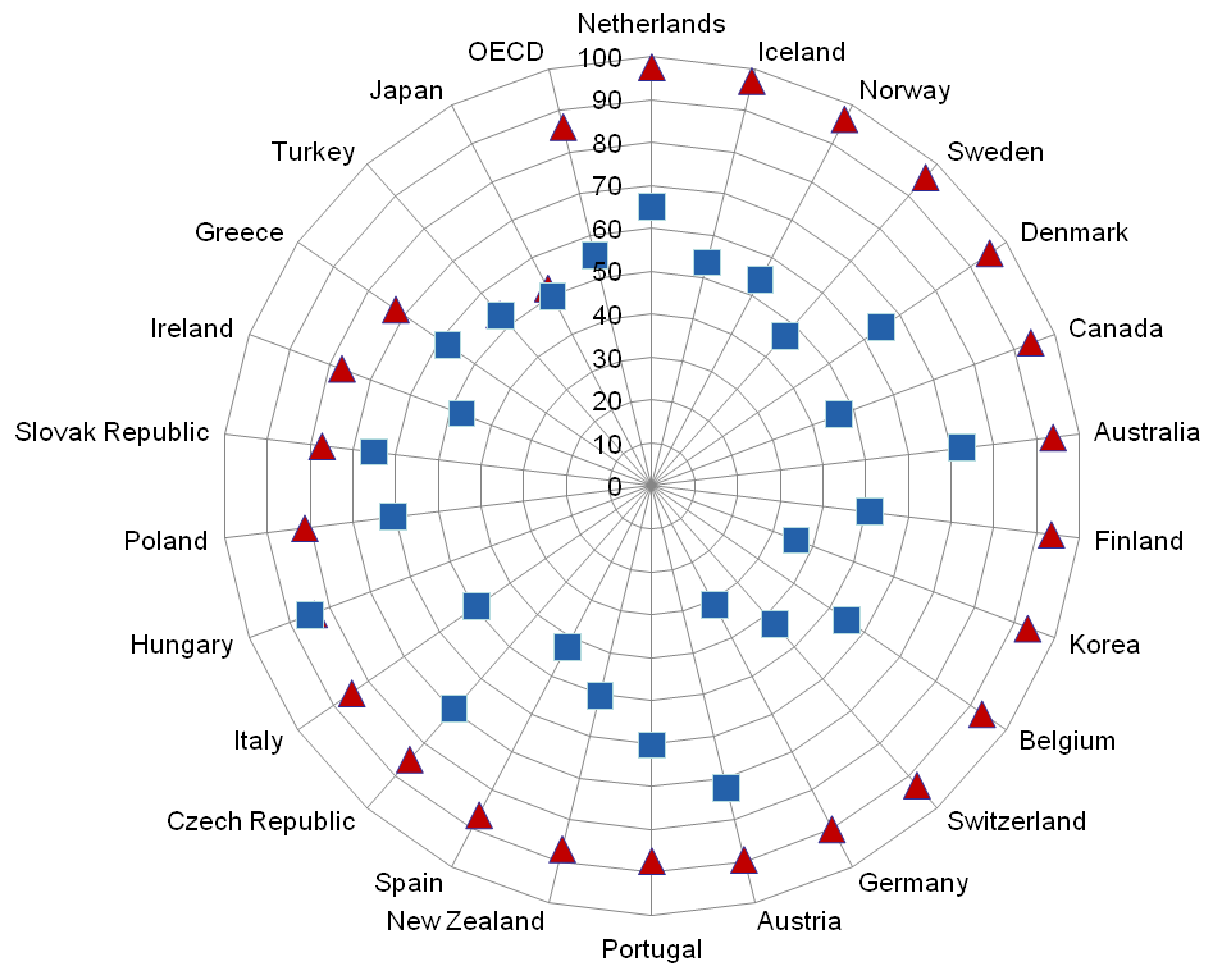
1. What do we know?
2. Are NML a case for education?
3. What are the implications?



First question

WHAT WE KNOW

15 year-olds are attached to technology



Cognitive skills development

- Visual-spatial skills
- Non verbal intelligence
- Collecting evidence in other areas

Social values and lifestyles

- Media competition
- Effects of video-games
- Socialisation in the third space:
 - Growing importance of informal learning

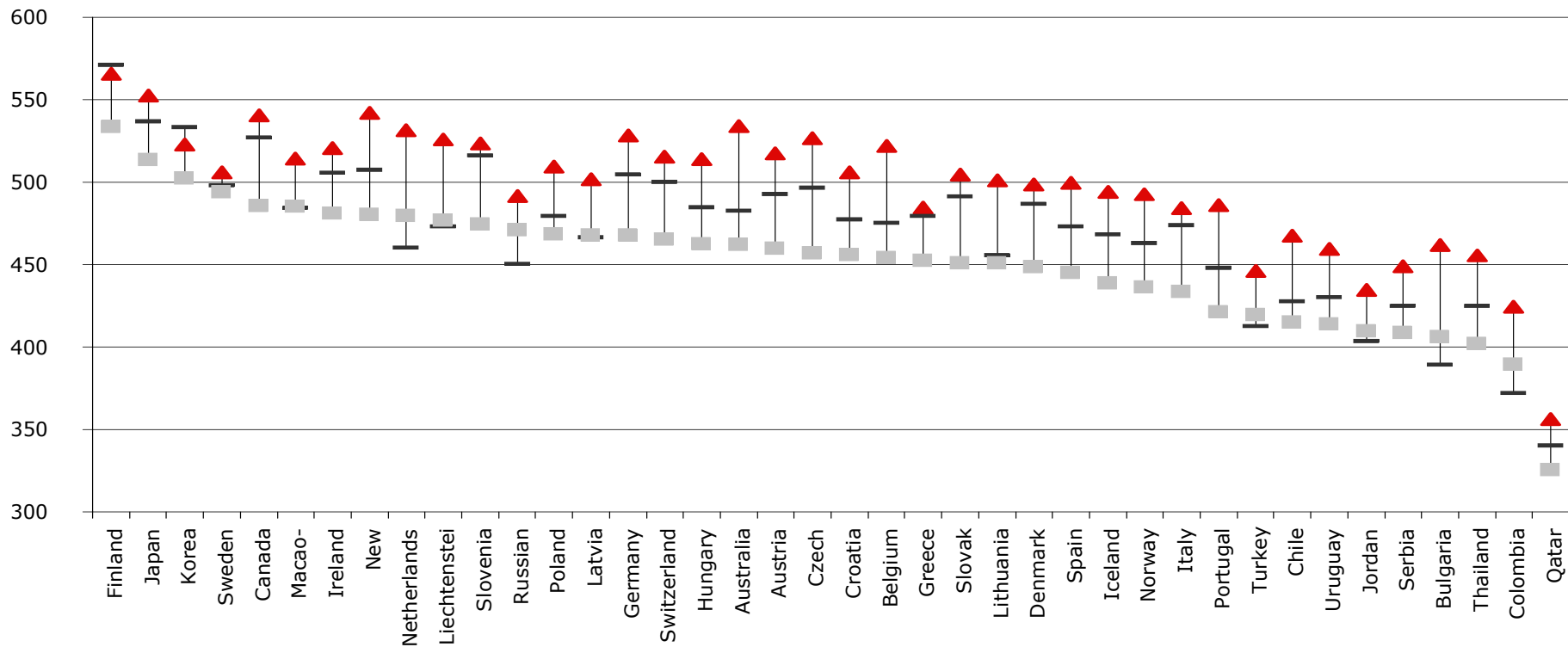
Educational achievement

- Unexpected new evidence
- The threshold phenomenon

Technology use is connected to a significant increase in performance

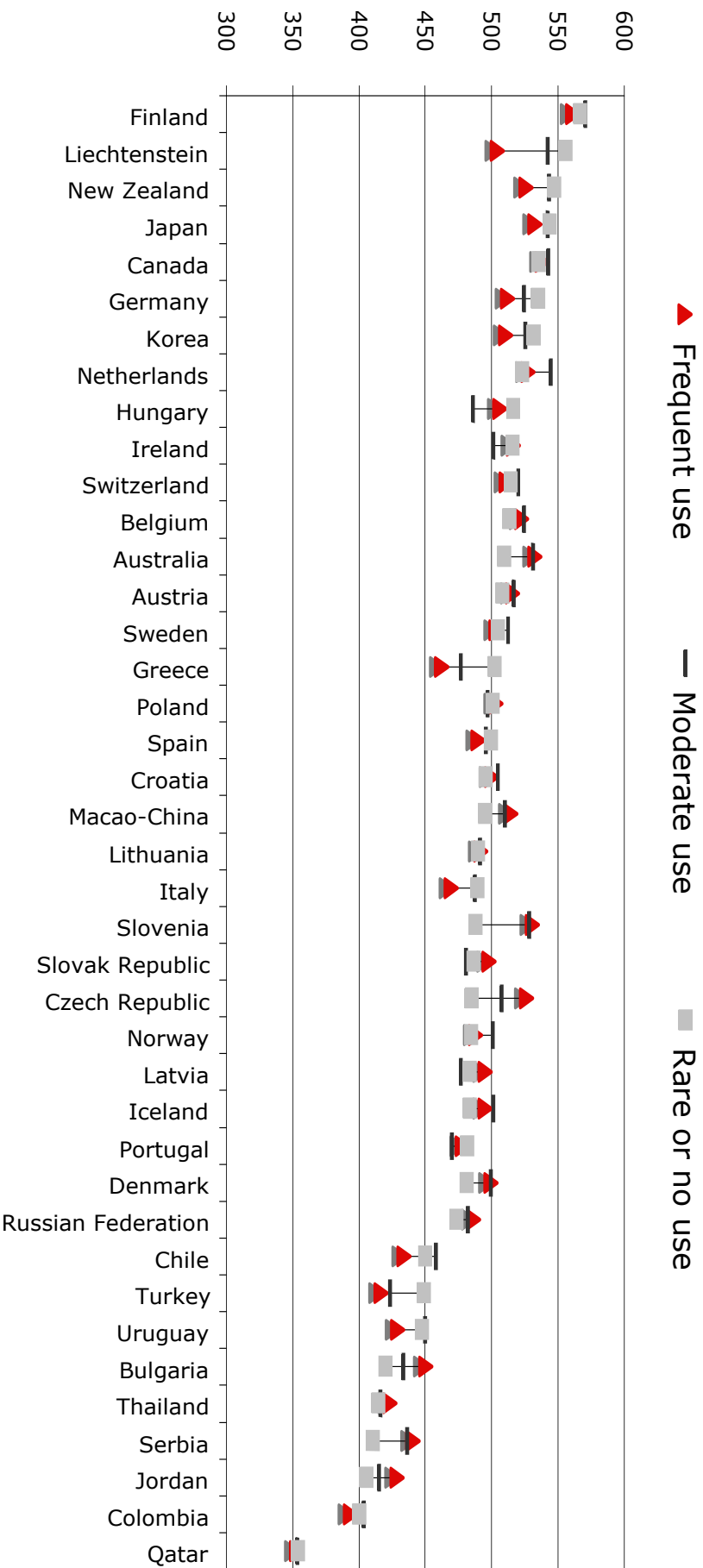
Frequency of use of computers at home and student performance on PISA science scale

▲ Frequent use — Moderate use ■ Rare or no use

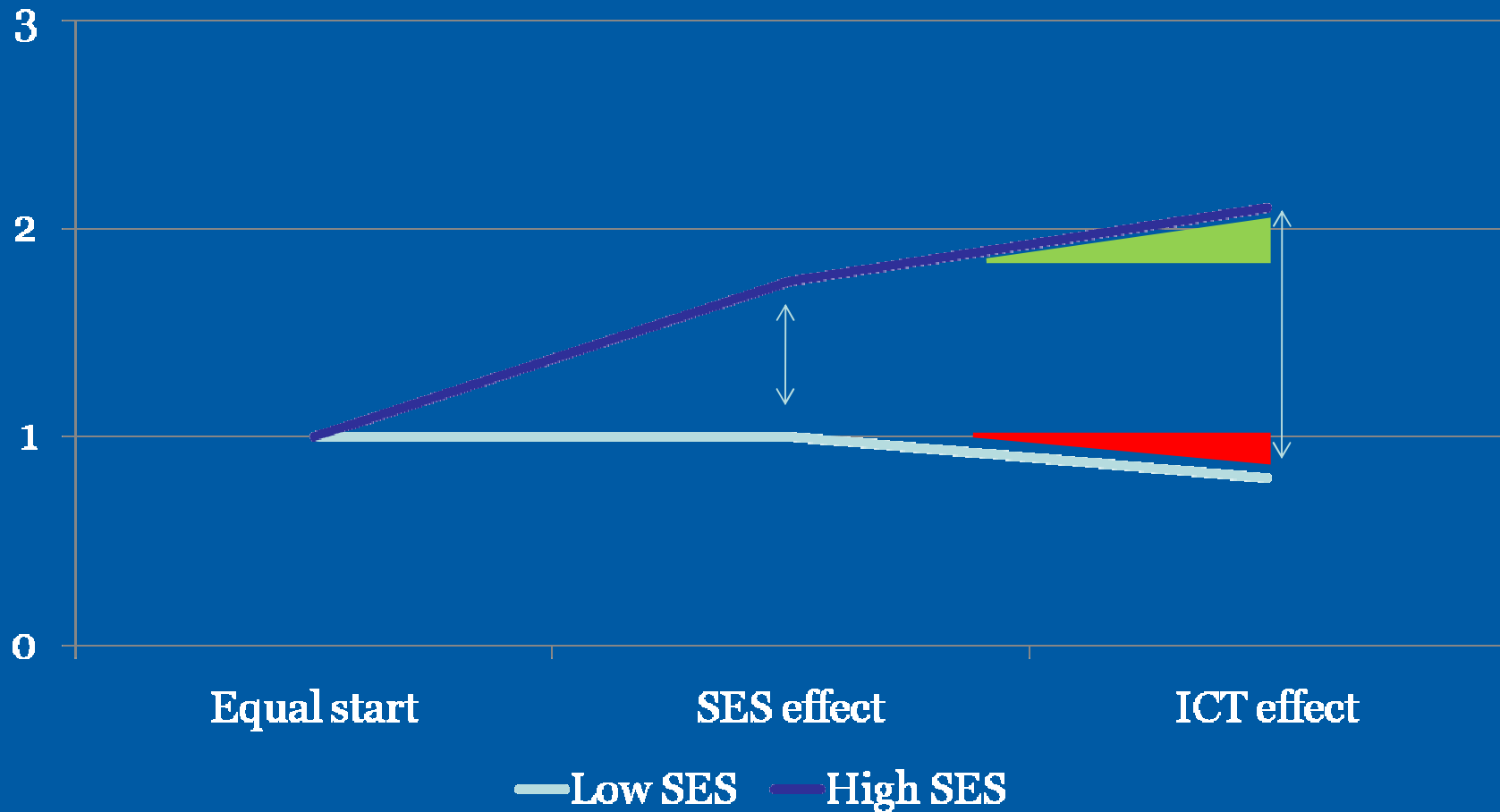


However, no matching evidence regarding school use

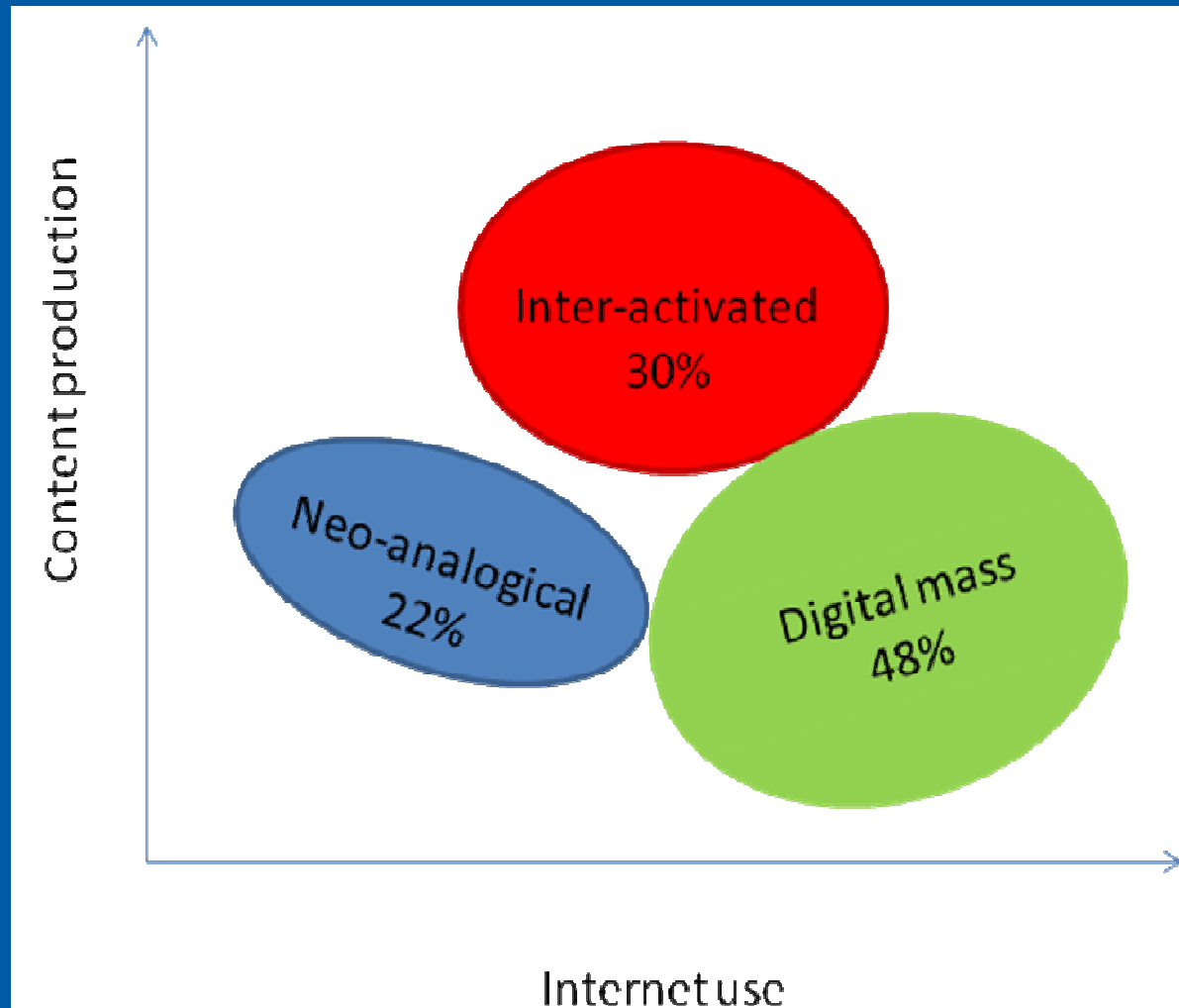
Frequency of use of computers at school and student performance on PISA science scale



A second digital divide emerges



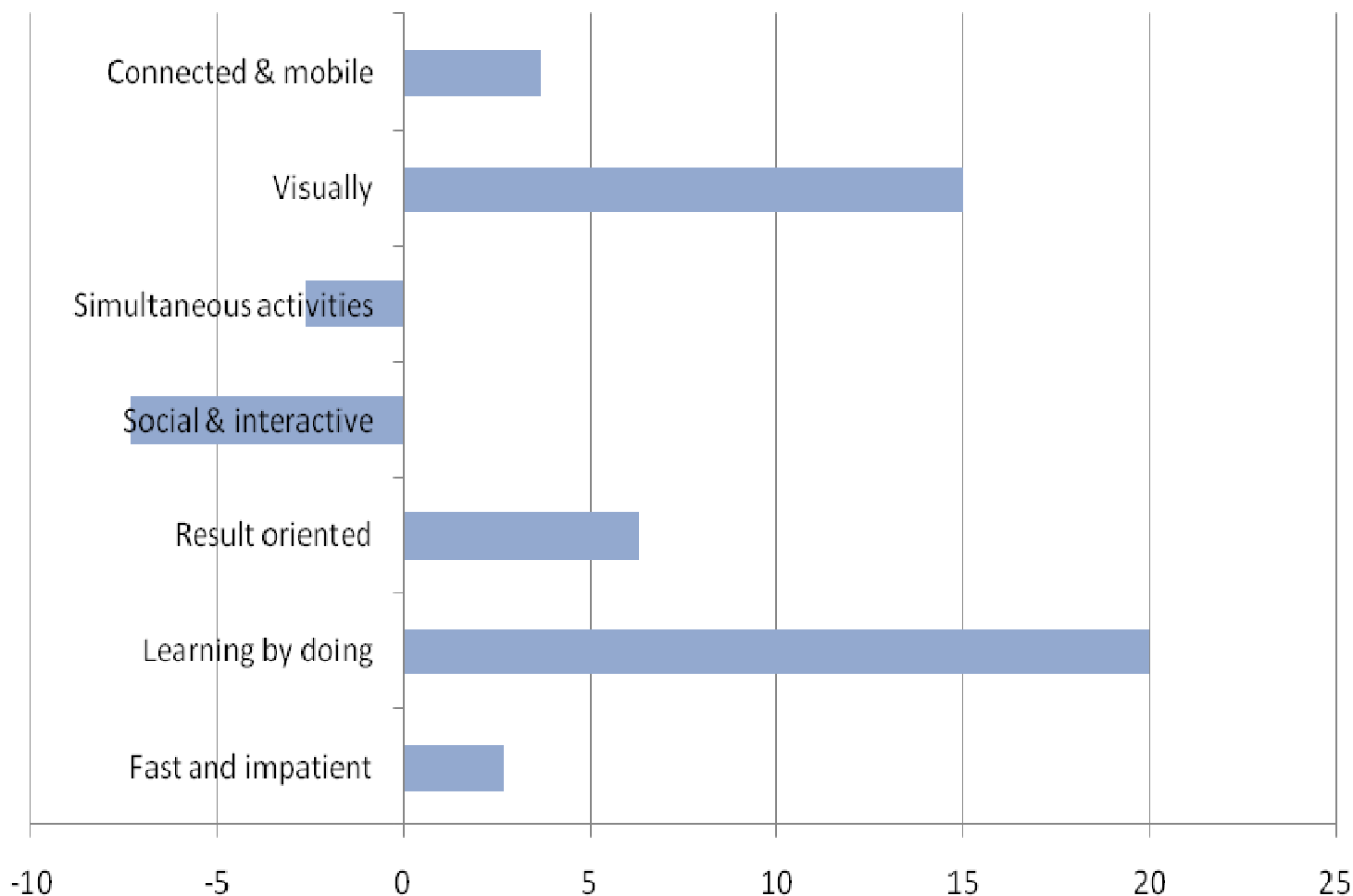
As well as different student profiles



Second question

THE NML, A CASE FOR EDUCATION

Bad understanding of student expectations

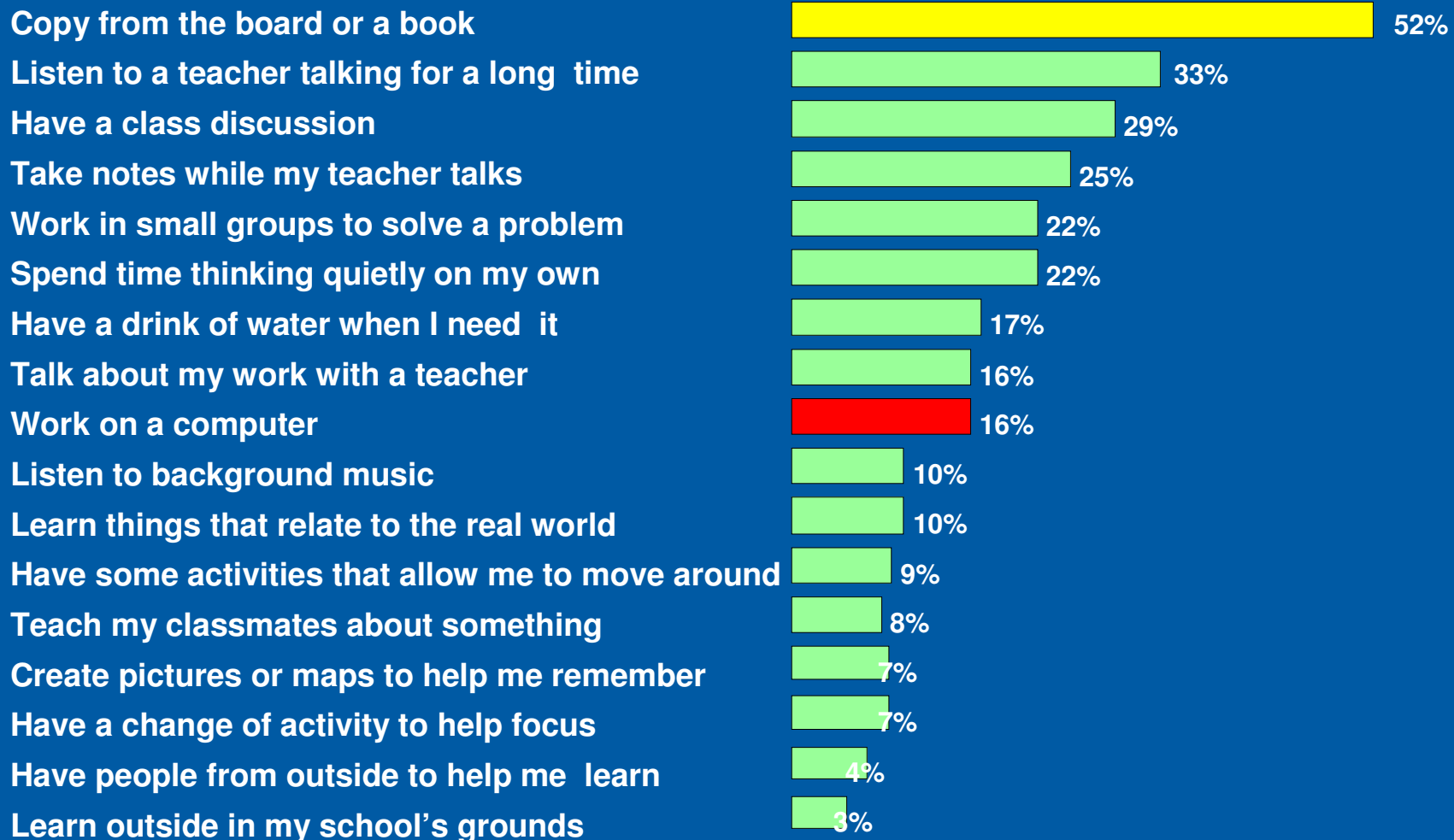


Percentage of disparities between teachers' perceptions and students' self-perceptions. Average of 6 European countries, 2008

Common classroom activities

Q

Which three of the following do you do most often in class?

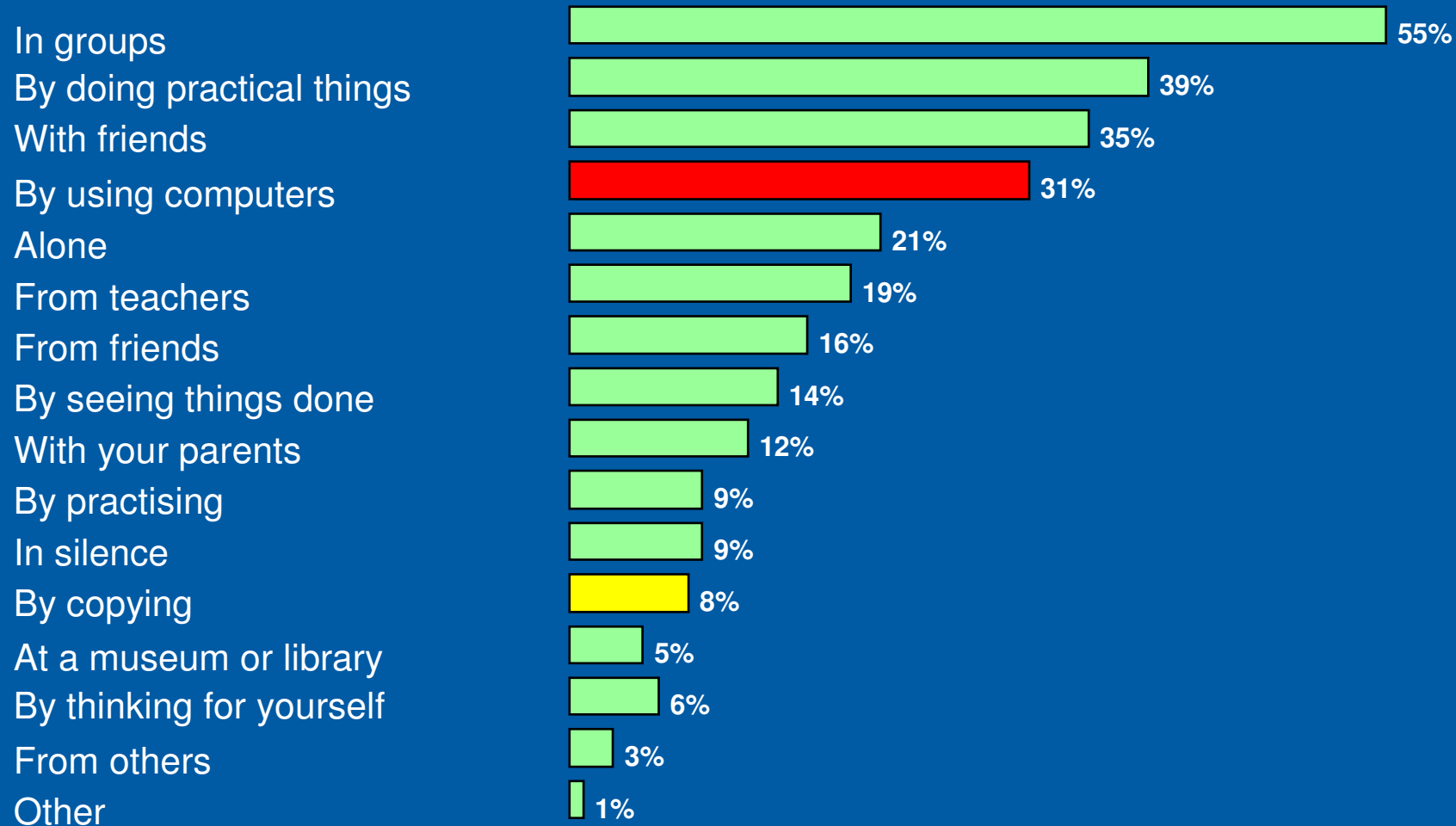


Base: All pupils (2,417)

Source: Ipsos MORI

Most preferred ways to learn

In which three of the following ways do you prefer to learn?



How are their expectations changing?

- Still prefer face to face interaction
- Technology works only if:
 - Real engagement (or entertainment?)
 - Convenience
 - Productivity gains
- Will this alone make of NML mature 21st century citizens?

Third question

THE IMPLICATIONS

For researchers

- We start to have for evidence about effects,
 - But empirical research:
 - Too focused on the negatives
 - Scattered –cumulative efforts required
- What research is telling, does not get to policy makers, teachers or parents
- More empirical research needed on the social changes, particularly informal learning through nets

For teachers

- Are they prepared to challenge stereotypes?
- How are they following changes in students?
- Need to realise the existence of different profiles, uses and educational needs
- Educators cannot afford to lag behind

For policy makers

- There is a second digital divide

- Requiring a po

- Students are te

- but need educa



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Thanks a lot!

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www.oecd.org/edu/nml